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Vol. VIII. No. 254.

NEW YORK, APRIL 29, 1876.

Price Five Cents.

The Prayer of the Children.

The following poem is copied from a book just published in Rome in memory of Emily Bissell Gould, who died the 31st of August last. She devoted herself with much success to securing means of education for poor Italian children, and this poem, purports to be a prayer of these destitute little ones.

Beautiful the children's faces—
Spite of all that mars and scars,
To my inmost heart appealing,
Calling forth love's tenderest feeling,
Steeping all my soul in tears!

Eloquent the children's faces,—
Poverty's lean look which saith,
"Evil circumstance has bound us;
Sin and ignorance surround us;
Life is oftentimes worse than death!

"Look into our childish faces—
See ye not our willing heart?
Only love us, only lead us,
Only let us know you need us,
And we all will do our part!

"We are thousands—tens of thousands;
Every day our ranks increase;
Let us march beneath your banner—
We, the legion of true honor,
Combating for love of peace!

"Train us, try us! days slide onward—
They can ne'er be ours again.
Save us! save from our undoing,
Save from ignorance and ruin,
Make us worthy to be men!

"Give us light to cheer our darkness;
Let us know the good from ill;
Hate us not for all our blindness;
Love us, lead us, shew us kindness!—
You can make us what you will!

"Raise us by your Christian knowledge,
Consecrate to man our powers
Let us take our proper station,—
We, the rising generation:
Let us stamp the age as ours!

"We shall be what'er you make us—
Make us wise, and make us good.
Make us strong for time of trial
Teach us temperance, self-denial,
Patience, kinless fortitude!

"Send us to our weeping mothers
Angel-stamped, on heart and brow.
We may be our fathers' teachers,—
We may be the mightiest preachers,
In the day that dawns now!"

Such the children's mute appealing:—
All my inmost soul was stirred,
And my heart was bowed with sadness,
When a voice like summer's gladness,
Said "The children's prayer is heard!"

Personal Reminiscences, of Distinguished Educators.

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No. 12.

THE FIRST FREE SCHOOL CAMPAIGN.

Probably the most important and imposing assemblage of eminent educators and friends of popular, free, common school education, was that which assembled at the Old Baptist Church, State St., Albany, opposite the south front of the Capitol, on the 21st of May 1846. There were present the Hon. HORACE MANN of Massachusetts, then and for many years preceding, the Secretary of the Board of Education of that Commonwealth—with his venerable white locks, though in middle age: "his hair grew white in a single night" in

early life from an unexpected and overwhelming domestic affliction; the Hon. HORACE EATON, then Superintendent of Common Schools of Vermont, and afterwards governor of that state; the venerable Father PIERCE, Principal of the Massachusetts State Normal School at Lexington; DAVID P. PAGE, Principal of the New York State Normal School, at Albany; N. S. BENTON, State Superintendent of Common Schools of New York; JACOB ABBOTT of Massachusetts, Prof. CHARLES DAVIES, Dr. THEODORE F. KING, County Superintendent of Kings, and subsequently State Superintendent of New Jersey; WILLIAM WRIGHT and ALBERT WRIGHT, County Superintendents of Washington; ISAAC MACK of Rochester; Prof. JAMES B. THOMSON of Cayuga; JAMES HENRY of Herkimer; THOMAS W. VALENTINE, Dr. WILLARD, the Rev. HENRY F. HARRINGTON of Albany; DUBOIS of Ulster; COOPER of Onondaga; DENMAN of Wyoming; ASHEN of Saratoga; ROBERTSON of Tompkins; TERRHUNE of Greene; and many others from different sections of the state. From this array of honored names, I trust I shall not be accused of unpardonable vanity, when I say that among the proudest honors of my life, I shall ever rank the spontaneous and unanimous choice of that body, as its presiding officer.

The Convention was in session four days. Its first and only important business was the discussion of the subject of FREE SCHOOLS throughout the state; and the expediency of an application to the State Constitutional Convention, about to assemble at the Capitol, for the adoption of a fundamental provision in the Constitution, making provision for and securing that object. Mr. MANN opened the discussion with one of his ablest, most powerful and eloquent efforts; exhibiting the powerful operation of the Free School System in Massachusetts for a period of more than two centuries; pointing out its fundamental principles, its excellencies, its adaptation to the paramount necessities of a free government; and commanding its universal adoption throughout the land on the soundest principles of public policy and enlightened statesmanship. His magnificent defence of the system thus, for the first time brought before so large and representative a body elicited a general and animated discussion extending over three days; resulting in the final adoption by a nearly unanimous vote of the Convention, of a preamble and resolutions fully recognizing the great principles so clearly illustrated and expounded by Mr. MANN, and invoking the calm and dispassionate consideration of the sovereign people of the state, and of the members of the Constitutional Convention about to assemble, to its expediency and practicability.

These resolutions with their preamble were, on the 12th of June succeeding, referred by the President of that Convention, the Hon. JOHN TRACY of Chenango, to the standing Committee on Education and Common Schools, consisting of HENRY NICOLL of New York, Chairman Bowditch of Montgomery, Munro of Onondaga, A. W. Young of Wyom-

ing, Tuthill of Orange, Willard of Albany, and Hunt of New York; accompanied with a resolution offered by Mr. Bowditch for an inquiry into the expediency of the establishment of a system of Free Schools for the state, and by a resolution similar in its general purport, though more specific in detail by ROBERT CAMPBELL of Otsego.

On the 22nd of July Mr. NICOLL from the Committee reported for the consideration of the Convention, a series of propositions for incorporation into the proposed Constitution, declaring "the inviolable appropriation of the capital, of the Common School, literature, and deposite funds of the state to the support of Common Schools and academies respectively, and providing that the legislature should at its first session after the adoption of such Constitution; and from time to time thereafter, as should be necessary, provide by law for the free education and instruction of every child between the ages of four and sixteen years, * * * in the Common Schools now established or which should thereafter be established therein."

On the first day of October, this proposition coming up for consideration, was eloquently and powerfully supported by its mover, Mr. NICOLL, by Mr. WARDEN of Ontario, Mr. GEO. W. PATTERSON of Livingstone, Mr. RUSSELL of St. Lawrence, and others; and on the 8th,—the day preceding the final adjournment of the Convention,—was adopted, on the motion of Mr. NICOLL, by a vote 57 to 53, in the following form. "The legislature shall provide for the FREE EDUCATION AND INSTRUCTION OF EVERY CHILD OF THE STATE, in the Common Schools now established or which shall hereafter be established therein." In this form and with this modification from the entire section (article IX) as originally reported by the Committee was finally adopted and ordered to be engrossed.

But alas! for the fallacy of human expectations and the uncertainty of future events, however desirable and important,—on that same evening, on the re-assembling of the Convention—many of whose members were temporarily absent, and others had left for home, on the motion of Mr. ARTHUR LOOMIS of Herkimer, the article thus reported, adopted, and ordered to be engrossed as a constituent part of the fundamental law of the state, was ordered to be referred to a Committee of one—himself,—with instructions to strike out all that portion relating to the establishment of Free Schools, and report the same as amended INSTANTER to the Convention. Under the stringent operation of the "previous question" this motion prevailed by a vote of 61 to 27, thirty of the 57 originally voting for the article as reported by Mr. Nicoll having evidently not been present—doubtless having left the city, supposing the whole matter to have been permanently settled.

Thus ignominiously terminated the first great campaign for free schools! and it was not until twenty years later, under the administration of the Hon. VICTOR M. RICE, Superintendent of Public instruction, that the last relic of the wretched rate-bill system was finally expelled from the Common School System outside of the city of New York and some of her sister cities. And even up to the present day, no permanent constitutional provision for free schools, not dependent upon legislative appropriations from time to time to be made, appears to have existed! Practically however, we have "kept time to the music of the Union" within whose vast circumference FREE EDUCATION AND INSTRUCTION is secured to every child of the nation. EST PERPETUA!

The Schoolmaster's Shot.

In some very interesting reminiscences of old stage coach times, a writer in the Buffalo Commercial Advertiser relates the following story of a rifle shooting match he once attended in Springfield, Mass., while in the stage business there: A lank, raw-boned young chap from the Green Mountains in Vermont had been engaged to teach a winter school in the precincts of that town, and having made the acquaintance of the young men thereabout, they were inclined to poke fun at him, and rarely lost an opportunity of indulging their propensity for amusement. One day they got up a rifle shooting match, and asked the young Green mountaineer to take a hand with them, presuming that he was a "green" in rifle practice as in the more elegant civilities of life on which they plumed themselves. The boy joined, on condition that he should "fix the target in a way to suit himself," to which they readily agreed. The stake was quite considerable in dollars and the distance long. The ground was measured off and the target set. Some fair shots had been made, which by common consent "couldn't be beat." Then the boy arrived with rifle and ammunition, and a trusty, stout attendant. The shooters, of course, supposed he would shoot wide, and that they would win an easy victory over him. But his attendant brought along a three legged stool on which was adjusted a broad, funnel-shaped tube of tin about two feet in diameter at the outer end, and tapering down at a distance of some two feet more to a small hole about the size of the target, or bull's eye, to which the ball was directed. "What are you going to do with that machine?" asked the shooting men. "I'll show you," said the schoolmaster, "for you told me I could fix the target to suit myself, and so I mean to." They had to submit, of course, and he adjusted his machine in such a way that if his ball struck anywhere within the funnel it would go straight to the mark. Everything ready, our hero drew up with steady aim and drove his ball direct to the mark, which he repeated three times handrunning, greatly to the discomfiture of his banterers. Although they claimed that it was not fair play, the umpire decided "that it was, and gave the schoolmaster the stakes! The fun soon ran over the whole town, and the master had a wide berth thereafter, and no further practical jokes were attempted upon him.

THE SCHOOL-ROOM.

How many rails would be required to enclose a square field with a fence eight rails high and two panels to the rod, so that for each rail in the fence there would be an acre in the field.

A banker borrows at $3\frac{1}{2}$ per cent. payable yearly, and lends at 5 per cent. interest payable quarterly. He gains in one year £441. How much does he borrow?

1	5	7	3
Reduce—	—	—	—
1	13	19	23

multiplication only.

Bad Breath in the School-Room.

AMONG all the evil things in some of our school-rooms, there is one which is hardly mentioned, and it is the breath of the pupils, and sometimes of the teachers. Take a school of 50 children, and by count, about 10 of them will be found to have a breath that is more or less objectionable; and there will be very few who have an absolutely pure breath. A pure breath comes only from pure physiological conditions. A foul breath comes from some accumulation of filth in the system, which finds its way out through the expired air. The following are some of the causes of bad breath:

1. Bad teeth.
2. Catarrh in the nasal passages.
3. Imperfect action of the skin, leaving some of the excretory matter which should find its way out through that channel to pass away with the breath.
4. Imperfect excretion through the bowels, leaving the material of this excretion to be excreted from the lungs.
5. Medicines taken internally which affect the breath.
6. The use of intoxicating drinks, which always affect the breath.
7. The use of tobacco, which fouls every mouth, and consequently every breath.
8. Foods that affect the breath by evaporating through the lungs.

The remedies for a bad breath are few, and easily applied.

1. Where the teeth are decayed, get the dentist to fill them, and then keep the mouth clean by the use of some good tooth soap once a day.
2. If catarrh is the cause, consult a good physician.
3. For the skin, the daily bath and friction on the skin are necessary.

A person who bathes daily, as he ought to, and uses much friction, will be more likely to have a clean breath than one who does not. There are some odors which arise from the skin, which are dispelled by a daily bath and clean under-clothing.

4. The bowels should be kept open by a daily allowance of fruit food. They will then carry off those matters the breath otherwise takes on.

5. Those medicines which affect the breath are few and need not be mentioned here.

6. No teacher should ever use intoxicating drinks—and generally they do not. If one does, the School Board should eject him and hire a temperance man.

7. The same may be said of a teacher who uses tobacco.

If the food is not of the right sort, this may be easily changed. Certainly a teacher will try and avoid onions and the like. If the pupils use them the teacher can quietly give a little speech on the breath, and bring in the matter incidentally so as to give no offence. So, too, he can tell his pupils how to take care of the health so the breath shall be pure.

There are two other points to be mentioned.

First, keeping the air of the school-room pure,

The following are some of the ways house air is spoiled:

1. An adult person consumes 34 grammes of oxygen per hour, a gramme being equal to 18 grains.
2. A stearine candle consumes about one-half as much.
3. An adult gives off 40 grammes per hour of carbonic acid. A child of 50 pounds weight gives off as much as an adult of 100 pounds weight.
4. A school-room filled with children will, if not well ventilated at the beginning of the hour, contain 25 parts in 1,000 of carbonic acid, at the end of the first hour 41, and end of second hour 81.

5. The air is also spoiled by the perspiration of the body, and by the volatile oils given out through the skin. An adult gives off through the skin in 24 hours from 500 to 800 grammes of water mixed with various excrements poisonous if breathed.

6. A stearine candle gives off per hour 0.4 cubic feet of carbonic acid and 0.03 pounds of water.

7. Carbonic oxide is a much more dangerous gas than carbonic acid, and this obtains entrance to our rooms in many ways, through the cracks in stoves, and defective stove-pipes; or when the carbonic acid of the air comes in contact with a very hot stove and is converted into carbonic oxide. The dust of the air may on a hot stove be burned to produce it; or it may flow out from our gas pipes when the gas is not perfectly consumed.

8. Another form of air injury is the dust of a fungus growth which fills the air in damp and warm places. We call it miasm from a want of a true knowledge of its character.

9. Accidental vapors are the crowning source of air poisoning. These are tobacco smoke, kitchen vapor, wash-room vapors, and the like.

10. When we heat our school-houses and close them from outside air, the heat turns the mixture into a vile mess unfit for breathing. The only remedy is ventilation.

Query: How large should a school-room be for 30 pupils?

Ana.—30 feet square and 12 feet high. The entire air of such a room should be warmed and changed five times an hour to keep the carbonic acid down to the proper amount; nothing short of this will keep the air sufficiently sweet. At the end of every hour the room should be flushed from every direction to still further purify it.

An adult requires 2,000 cubic feet of air per hour. Think of the amount necessary for a room full of children. Keep the air of a school-room pure and comfortable, and foul breaths in most cases disappear.

If a teacher has a bad breath it is a sign he has poor health, and he should at once take to out-of-door life and let some healthy person take his place; or he should, if this is not desirable, go out of doors more to take exercise, and attend to personal hygiene.

If a pupil has a bad breath he should be turned out of doors more frequently, and be encouraged to take gymnastic exercises and sports, and in this way improve his breath. Good health is the cure for bad breath.

Every person should consider it a duty to keep the body pure and healthy, as well as the mind, and a bad breath should no more be tolerated in a school-room than bad grammar.

If these hints prove useful I shall be glad.

P. S. An orange before breakfast is a good help to a pure breath for the day.—M. L. Holbrook in *School Bulletin*.

THE French do not bury in single graves like there English brethren. They buy or hire a plot of ground four or five, or nine or ten feet square, if they are rich, and there dig one grave deep enough for all the family. Over this is built a little house in stone—a chapel—in the sides of which are written the names of the dead below.

Fish that Walk on Dry Land.

This is certainly a very singular group, being more blunt in form, and then the scales are remarkable for being only two in a row; that is, there are only two scales, one row on each side, a sort of coat-of-mail, made up in this manner of broad plates extending from the back to the middle of the line, and from that another row extending to the lower portion of the body, a small fin on the back, another under the tail, and the ordinary pectorals and ventrals. The fish is remarkable for the faculty it enjoys of leaving the water and walking a considerable distance over the land. Sometimes it is found three, four or five miles from the water, and specimens have been brought to me which I have left on the ground for a day, and afterwards, when put back into the water, they were as lively as if they had not been disturbed. The fish has another peculiarity; it builds a nest—a large nest, about the size of a man's hat, with a hole leading into the interior, in which it deposits its egg; and it is not only capable of creeping on even land, but it can creep on an inclined plane; and I have been told by very trustworthy persons that they are frequently found many feet above the water, on stumps or trees which have fallen down, the trunks of which are so inclined that the fish have reached the branches of the tree to such a height that the bird and fish have more than once been brought down by the same shot.

Chicken Feathers.

"ACCORDING to statistics very carefully compiled," says a writer in *La Nature*, "we throw away yearly a quantity of chicken feathers the intrinsic value of which is equal to the money we pay out for cotton." A startling statement, but the author considers it true; and he proceeds to explain how the feathers are prepared to make them valuable. The operation is to cut the plume portions of the feathers from the stem, by means of ordinary hand scissors. The former are placed in quantities in a coarse bag; which, when full, is closed and subjected to a thorough kneading with the hands. At the end of five minutes the feathers, it is stated, become aggregated and felted together, forming a down perfectly homogeneous and of great lightness. It is even lighter than natural eider down, because the latter contains the ribs of the feathers, which give extra weight. The material thus prepared is worth and readily sells in Paris for about two dollars a pound. About 1.6 troy ounces of this down can be obtained from the feathers of an ordinary-sized pullet; and this, on the above valuation, is worth about twenty cents. It is suggested that through the winter children might collect all the feathers about a farm and cut the ribs out, as we have stated. By the spring time a large quantity of other down would be prepared, which could be disposed of to upholsterers or employed for domestic use. Goose feathers may be treated in a similar manner, and thus two-thirds of the product of the bird utilized, instead of only about one-fifth, as is at present the case.

The chicken down is said to form a beautiful cloth, when woven. For about a square yard of material a pound and a half of down is required. The fabric is said to be almost indestructible, as, in place of fraying or wearing out at folds, it only seems to feel the tighter. It takes dye readily and is thoroughly water-proof. There appears to be a good opportunity here for some person to invent machines to cut and treat the feathers.

Examples for Criticism.

(Selected from the "Outlines of the Art of Expression." Published by Ginn Brothers.)

Point out, name and correct, the defects in the following sentences:

1. "I cannot say, however, as I am sorry."

2. "The freight train should have side-tracked at the junction, but, instead of so doing, kept right on."

3. "This liniment done him the most good of anything he ever used."

4. "The vice of covetousness is what enters deeper into the soul than any other."

5. "The book which you loaned me, laid on my table all day."

6. "He has to work as hard, if not harder, than the mechanic or farmer."

7. "Tell the cardinal that I understand poetry as well as him."

8. "Him being here, there is no use of me staying."

9. "His anticipations of the future, were of the gloomiest nature."

10. "The man was convicted and hung though his lawyer plead for him most eloquently."

11. "Either study or play at your option."

12. "Washington specials differ as to the probabilities of the president signing the finance bill."

13. "However, American intelligence and liberality has as yet failed to accord to the journalist his full and deserved rights."

14. "If I had not left off troubling myself about those kind of things."

15. "The legislature have adjourned."

16. "Them that honor me, I will honor; and those that despise me shall be lightly esteemed."

17. "It is a kind of basin, enclosed by a wall which comes from a distance of several miles and is of a brackish, disagreeable taste."

18. "His sole executive ability is the key-stone of the entire arch of Mormon Society."

19. "In 1512, the king appointed him to the Order of the Garter."

20. "Between you and I, he is mistaken."

21. "Boston has now forty first-class grammar-schools, exclusive of Dorchester."

22. And all the way, the joyous people sing,
And with their garments, strews the paved street."

23. "In the gay season, Mrs. Helen Hunt is enumerated as among the Atlantic writers, too, who pass the summer here who seek her summer home the White Mountains early in June.

24. "Calico dresses, well lined, swung to the enticing intonation of the 'muse of the many tinkling feet,' which was produced by Schaick's orchestra, which is never known to give any thing but satisfaction."

25. "Who should I meet but my old friend."

26. "We passed through this lovely scene in a bright, sunshiny day, with the thermometer at 75 degrees at the rate of forty miles per hour."

27. "His references to the frauds perpetrated by a powerful and rich class through violations of the Revenue laws, were not merely figures of Rhetoric."

Our Boys.

HENCE, our inquiries are not complete until we have asked the instructor about our boys. The boy in school is an unsolved riddle to most teachers. The wise instructor knows well the value of the restless longing of one, of the quick perception of another, of the inflammable temper of this one, of the perfect imperturbability of that one, or John's conceit, of Thomas' self-confidence, of William's impetuosity, and of James' sluggishness. He understands thoroughly

the spring of Ben's bubbling mirth, and the deep well of Isaac's gloom. He expects diversity in tendencies, and is not disappointed when one appears with the nine digits under perfect command in all possible instances, and another enveloped in a cipher. He will not be surprised to find one boy who can marshal the trooping letters in the form demanded for any English word, while another makes worse work of it than would a raw recruit in directing the movements of disciplined soldiers who, in strict obedience to the orders given, make a laughing stock of the officer in command. He knows in advance that one boy will as naturally take to arithmetic as does another to fishing, or to hunting birds nests—that one will read readily and well, while another will never give the sense of the author read, unless by accident; that written forms come in all their beauty from the finger ends of one, while another, laboring with both tongue and pen, fails to leave intelligible traces of what he thought to do—that one can tell whether he knows or not, but this seat mate *knows* and can not tell.

He is sure that one boy will be distressingly good, and another fearfully mischievous, and yet another willfully vicious. He appreciates the fact that in each of these surface appearances there is something of value which may, with care and by proper affiliation with other forces not so apparent, but as real, eject the evil and furnish a home for the good.

The question comes with force to every instructor, "What shall we do with the boys—these two-handed torments—these merry mischief-makers—those wilful Will-o'-the-Wisps—these indeterminate intellects—these germs of greatness or seed-buds of sin.

What can we do without them? The men of the future are in the boys of the present. In the wild, rollicking youngsters of to day you may see the staid men of affairs of 1900

PICKARD.

Common School Problems.

THE want of a systematic inculcation of morals is one of the most apparent defects in our common schools, and at the same time one of the most difficult to remedy. Morals are so closely associated with religion in most people's minds, and religion with sectarianism, that any definite course of instruction in the duties of life could not easily be prescribed without arousing prejudice. And yet it is a singular anomaly that our children should be carefully drilled in the Rule of Three and be told nothing about the Golden Rule; that they should learn the course of the rivers of Asia and not the right course of action to pursue amid the rocks and quick-sands of life. No doubt the solution of the problem of moral training will be found closely connected with that of how to get good teachers; for the daily walk and conversation of an earnest, upright, conscientious man or woman is a better lesson in morals for a child than any text-book. Still, something might probably be done by books, and a great deal of sound instruction be imparted without trenching upon the province of the Church and the Sunday-school.

The ordinary common school course of study is susceptible of improvement in many directions. There is a good deal of truth in the rather extravagant remark of the State Superintendent of Illinois, who says in his last report: "If it were distinctly proposed to 'devise a scheme whereby the schools might be rendered the least profitable, that which compels the youth of the State to spend the whole period of their school-going life upon the famous seven branches of the old Illinois law (spelling, reading, writing, arithmetic, grammar, geography, and United States history), to the practical exclusion of everything else, must be regarded as a 'reasonably successful' solution of the problem." The fundamental truth that is almost wholly disregarded is, he thinks, that

the child can take in the elements of all kinds of knowledge, and cannot take in more than the elements of anything. Too much and too little is taught. The pupil is made to spend years in trying to master the "back part of the arithmetic," or to repeat, parrot-like, grammatical rules that are to him meaningless, but he is taught nothing of the simple rules of hygiene that are essential to the proper care of his brain and body, and learns very little of the world of nature around him. There begins to be a demand among enlightened educators for a thorough reconstruction of the curriculum. The reform needed is the enlargement of the range of studies and the restriction of common school instruction to the elements. Many text-books could be advantageously cut down to half their dimensions, and the time gained by thus abridging the present studies could be devoted to the rudiments of drawing, vocal music, the physical and natural sciences, and the laws of health.—*Tribune*.

THE greatest and best thing the teacher can do for a child is to form in him the habit of attentive study. It is scarcely necessary to enlarge on this. And yet, it is quite proper to say that such habit has a value far surpassing that which is associated with it in school life. Every man, it is true, who labors to train his pupils into careful study of the lesson, anxious mainly for the work in hand, is building better than he knows. But he will be likely to do this very training work none the less better if he thoroughly realizes the far reaching importance of such a habit. The Grammar may become dim, the Geography may largely drop out of memory, the Algebra may fade away and disappear in the limbo of "cross x's, and p's," and little of his common school studies remain except the Reading, the Writing, the Spelling, and the Arithmetic, that have been riveted on him by daily use; but if the pupil has acquired at school a habit of attentive, systematic study, it can be said that knowledge has close to him her ample page, or that when the school door was shut on him as he passed into the world, the benefit of his school training was left behind. Happy is that youth who has been trained to master his assigned task, who has learned to accept cheerfully his bit of work, add the pleasure of steady application to be closed by the manly satisfaction, "so much is done, I have learned that."

PROF. SCOTT, in *Schermerhorn's Monthly*.

The best teachers nearly all think it a poor method to hear a recitation by questions unless we merely say "Tell me something about the lesson," "Tell me something more," "What next?" which is pretty much plan, we prompt the answer.

There is, however, one style of questions to be used in reviewing a whole volume, which is of great advantage; and if every school book in the higher departments of science physical and mental, were furnished with such at the end, it would be of great use to teachers.

I will explain. Every subject of importance can be divided or classified according to several different principles of order. The writer of a book adopts that which he thinks on the whole best; but it is rarely the case that the others do not offer some advantages. In reviewing it is always best to employ a different division of the subject, which might be embodied in a set of questions at the end.

I will illustrate this by a topic on which I have lately written such questions, and which for its thorough comprehension, needs such treatment: viz., Chemistry. In the book I use, Elliot & Storer, the order adopted takes up each element in turn, describes it, and gives its compounds.

In review, I first ask about the theory, which has not separate consideration in the book, but is brought out incidentally as experiments illustrate it (by far the best plan for first study, but needing the supplementa-

ry work I am describing). Next I call for a description of all the elements especially studied, omitting compounds. Next the class of Hydrogen acids is described; after this the Oxygen acids and anhydrides; then the bases anhydrous and hydrated; next the salts, chlorides, bromides, nitrates, sulphates, etc. After this, I ask such questions as "Name the oxydizing agents characterized in the text-books;" "The reducing agents," etc. In fact, wherever analogies between substances put in different parts of the text-book gives basis for classification, I ask a question about it. A few, like Steele's excellent practical questions, are intended merely to excite thought.

As, unluckily for me, they are not printed, I write them with a stick and ink in large characters on stout sheets of brown paper about a yard square, and these I fasten to a sort of bulletin board in my recitation room. Thus I preserve them for successive classes.

I hesitated a little whether to refer to pages, or let pupils ransack the book for answers; finally I adopted the former course.

Makers of text-books have almost wholly neglected this excellent plan. I am certain such "questions raisonnées" would add to the value of every volume for schools. The truth is, a mere hack could not write them.

To some small extent, all good teachers follow this plan in oral teaching; but it cannot be fully carried out without written or printed questions, and special study for pupils.

I would like to tell the ups and downs of a reformer introducing experimental teaching or science, but I reserve this for some other time.

A Tribe Living in Tree Tops.

Among the papers presented to the British Parliament relating to the South Sea Islanders, is a report by Captain C. H. Simpson, of her Majesty's ship Blanche, giving an account of his visit last year to the Solomon and other groups of Islands in the Pacific Ocean. While at Isabel Island, from which three men and seven women were kidnapped in 1871, Captain Simpson, with a party of officers, went a short distance inland to visit one of the remarkable tree villages, peculiar, he believed to this island. He found the village built on the summit of a rocky mountain, rising almost perpendicularly to a height of 800 feet. The party ascended by a native path from the interior, and found on the extreme summit a mass of enormous rocks standing up like a castle, among which grow the gigantic trees, in the branches of which the houses are built. The stems of these trees rise perfectly straight and smooth, without a branch, to a height varying from 50 to 150 feet. In the one Captain Simpson ascended the house was just 80 feet from the ground; one close to it was about 120 feet. The only means of approach to these houses is by a ladder made of a creeper, suspended from a post within the house, and which, of course, can be hauled up at will. The houses are most ingeniously built, and are very firm and strong. Each house will contain from ten to twelve natives, and an ample store of stones is kept, which they throw both with slings and hand with great force and precision. At the foot of each of these trees is another hut, in which the family usually reside, the tree house being only resorted to at night and during time of expected danger. In fact, however, they are never safe from surprise, notwithstanding all their precautions, as the great object in life among the people is to get each other's heads. Captain Simpson, in returning, visited a chief's house on the beach, and found a row of twenty-five human heads, captured in a recent raid, fastened up across the front like vermin at a barn door. It was acknowledged that the object of the raid was to get heads, and to eat the bodies, which is always done. The heads of men, women, and children are all

taken, and the wonder is that the whole island does not become depopulated. The people of this and other islands are not, however a courageous people. Such a thing as a stand up fight between tribes is almost unknown, but they prowl about for prey, attacking whenever they have a victim in their power without risk to themselves. In some of the islands, Captain Simpson observed, the men have long hair, which they wear in fashions like those adopted by the other sex in Europe, the favorite modes being the ordinary chignon, or loose down the back; the women, whose hair is shorter than the men's, wear it loose and undressed. In clothing there is not at present opportunity for European or any other fashion.

Correspondence.

ED. SCHOOL JOURNAL;

Dear Sir:—Presuming your Journal to be the exponent of the best methods of teaching I take it upon myself to suggest an improvement upon the Color Lessons, given in your paper dated the 15th of April.

The first step is well given, excepting that the name of the secondary colors, orange green should have been omitted.

In the second step, the following occurs:—"The teacher should now tell the class that red, yellow and blue are called primary colors, because they can not be produced by mixing other colors together." When such a lesson is given, it is absolutely essential that nothing should be told the children that is not positively necessary to a full and clear understanding of the lesson. As far as possible they must be left to discover things for themselves. Therefore they should be led to say that these colors are the *first* colors. This can be done by taking two of the primary color, and letting the children mix, before the class, when it will be seen that a *second* color is produced from the *first*, which did not previously exist. Here is the place where the teacher supplies and explains the word "primary," because here is the point that the children have reached, where that word is needed; and a term should never be given until there is a felt need for its use. Following in natural sequence, the children discover that the new color was second in order of production, and readily tell us it is therefore a secondary color. Here, too, is the place for the name of whatever secondary color is manufactured; because having produced the color, there is *felt* need for some manners of designation.

There is exactly the same error shown in third step, as in the first. The teacher is told to tell things that she should compel the children to tell her, and terms are given off hand, when the idea should first be developed and then the term given.

It is of the first importance, in order to insure the proper action of the children's minds, that these lessons be given with reference to certain mental conditions, and the natural order in which the faculties of children are developed. Nor is this all. The actual condition of the class, must also be taken into consideration; their chances for obtaining knowledge; the extent of their vocabulary; how far advanced in grade, and whether they learn slowly and remember well; or quickly, to forget as fast. In all such lessons, the percepts, sight, feeling, hearing, taste, touch, each in its place, must be first appealed to. Comparison, Causality, Memory, and Imitation, each have their appropriate action, are each excited, and excite each other, and by thus combined action making the knowledge acquired a positive possession and not an ephemeral impression. This effect is increased by giving expression to what they learn in simple language, such as they daily use; the teacher introducing perhaps but one or two words at most, of "book English," and at such points in the lesson, as is most needful. Not where the need imagined, but where the children actually feel.

ANNIE E. CARLISLE.

DEAR JOURNAL.—I am sometimes filled with discouragement when I see the material of which the laborer in our noble calling is made. I know their needs are great, but they seem to me, to prize this calling very little; they make light of it, (that is, many of them) speak of "getting out of it as soon as possible," "don't want to know anything more about their profession," "tired of teaching," "hate the idea of school," "wish some one would die so we could have a holiday," etc. Then they avow that they "teach for the money," that "love for the work is played out." They tell me, who are old time subscribers, that they "can't afford to take the JOURNAL," but they afford good clothes, with many frills and flounces. They take "Picturesque Europe" and other things cost them a good deal of money—in fact these "poor teachers" waste \$25. to \$50 dollars per year. Now, I am aware that you are full of enthusiasm, and believe in the teachers, but I am afraid you little know that such common material is being gradually crowded into places of usefulness in our dear public schools.

M. M. R.

Washington.

We paid a visit lately to Wilson McDonald's Studio and inspected his new bust in Washington.

Mr. MacDonald having the original "Houdon Mask" has modeled an Heroic Bust of Washington, an imposing work, and which has been pronounced by many the best thing of the father of his Country yet produced.

The head is one-half larger than life being about 18 inches in length, the whole being 3 feet high made of plaster and painted. He proposes to offer these Busts to the public Schools of America and at such a price as to place them within the reach of the humblest school in the land: so that the scholars, could without much exertion, raise the amount and each school have an inauguration of a Bust and a celebration during the Centennial year and thus place in their respective schools, the head of a man to whose life should be the pride of every American youth, and whose history should be known by heart by every pupil.

The older nations of the world learned by long experience that it was well to keep before the people and the generations, the lives and images of the great and good characters of the past. The glorious examples of the moralists, philosophers and heroes were held up to the youth of the Athens, to imitate and follow. The example of Frederick the Great, has helped to make Prussia a warlike and heroic nation. The lives of Caesar, Napoleon, Hannibal and Wellington have incited many a youth to great and noble deeds.

Why should we not, in this civilization, make use of our historic Fathers—we have one greater and grander than the foremost man on the planet—one to whom we may point without fear comparison with any character in ancient or modern times—the peerless—WASHINGTON.

How Some Ships are Scrubbed.

It seems that in several places in the world there are volcanoes under the sea. Such volcanoes, of course, do not sent up volumes of flame and smoke. Instead, they pour forth streams of sulphurous acid vapor that mingle with the sea-water. Some of these volcanoes are situated in bays where ships can safely ride at anchor.

As is well known, the bottoms of many ships are protected by a covering of copper. This copper, after a time, becomes corroded by the action of sea-water; a sort of green mold forms, sea mosses begin to grow, and even small sea animals, like the barnacles, build their shell-houses upon it. Of course, all these things roughen the ship's bottom, and as the vessel gathers more and more, it

sails very much slower by reason of the great accumulation. Then, if she happen to be anywhere in the neighborhood of one of these submerged volcanoes, the captain sails her thither to be scoured.

This scouring process does not require hands or machinery of any sort. All that is necessary is that the ship should lie quietly at anchor where the sulphurous acid vapor, mingling with the sea-water, can gently wash her sides and bottom. In a few days, or weeks, as the case may be, not a weed, not a barnacle, not a bit of the dark green mold remains, and the ship can sail off again, her copper bottom as clean and as bright as when it was first put on.—*St. Nicholas.*

ANOTHER source of superficiality in our common school education, and one with which it is much more difficult to deal, lies in the peculiar tenure by which superintendents and teachers too often hold their appointments. We refer now, not to the vicious system, still in existence in some parts of the country, of changing the whole body of teachers whenever the political faith of the school board is changed by an election—a system under which there is simply no possibility of maintaining even a tolerable good set of schools—but to the seemingly necessary plan of judging teachers by the apparent advancement of their pupils. The trouble in such a case is that no proper test of advancement can be made. The verdict rests upon a public examination, and it is only by drilling pupils for this that the teacher can convince the school board and the community of his own efficiency. It scarcely needs saying that no public exhibition can indicate the real advancement of pupils in sound and genuine education. Examinations test to some extent the amount of information, but not at all the culture the pupil has received. They show still more largely the drilling the scholars have had in parading their information before the public; and the teacher, to make his examinations successful, must devote altogether more attention than is wholesome to the task of giving information to his pupils and training them in qualities the opposite of modesty in public. In this way the training of the schools tends more and more in the direction of mere information-giving, to the sad neglect of the higher purposes of education.

Let the Girls Know the Truth.

NOT long ago a gentleman visiting the Female High-school complied with a request to talk to the girls. Urging them to be industrious, and make the best of their opportunities to gain knowledge and strength of character, he said: "Little as you all think it, fully one half of you will marry husbands, who, as business men, will be utter failures." Of course every girl thought she belonged to the other half. Yet I could not repress the thought that if girls had more plain facts talked to them, and less of flattery and compliments too often indulged in by those to whom they look for wise counsel, it would be better—*Home and School.*

MURRAY'S CALCULATION.—"Did I ever tell you my calculation about eating and drinking? Having ascertained the weight of what I could live upon so as to preserve health and strength, and what I did live upon, I found that between 10 and 70 years of age I had eaten and drunk 44 horse-wagon loads of meat and drink more than would have preserved me in life and health! The value of these mass of nourishment I considered to be worth £7,000 sterling! It occurred to me that I must, by my voracity, have starved to death fully a hundred persons."

THE school children of Canton, Ill., are a little careless. A few days ago a boy of 13 carried a loaded pistol to school, and in taking it out of his pocket it was discharged, and his seat mate and another boy was severely injured.

Mahogany.

The mahogany tree being a native of a warm climate cannot be cultivated as a timber tree in this country. From its general use it has essentially become a furniture wood.

There are three species of mahogany: *Swietenia mahogani*, *Swietenia febrifuga*, *chloroxylon*; the first is a native of the West India Islands and the central parts of America, and the second and third natives of the East Indies. They grow to such a magnitude as to be among the largest trees known. They all afford the very best quality of timber. The precise period of its growth is not definitely known, but it is supposed to be about 200 years.

Some idea of the size and commercial value of this wood can be formed from the fact that a log imported into Liverpool, weighing seven tons, was sold for £525, and had the dealers known its quality, would have brought £1,000. The finest mahogany is very costly.

It is a very lamentable fact that some of the very finest mahogany trees are to be found in those situations least accessible; and as it is transported in large masses, the transportation of it for any distance, becomes a matter of impossibility with the means possessed by the natives. From these considerations it is apparent that much of the finest timber remains unused.

The discovery of mahogany, it is said, was accidental, and its introduction into general use, slow. It was used in repairing some of Sir Walter Raleigh's ships, at Trinidad, in 1597. It was first brought to England about the beginning of the last century. Dr. Gibbons had some planks sent him by a brother who was a West India captain. The Doctor was building a house at the time and put the mahogany into the hands of his workmen, all of whom complained of its hardness. After failing in several attempts to have it used he placed it in the hands of a cabinet-maker, who also soon detected its hardness, to have a candle-box made of it. It was so beautiful when finished that it outshone all the doctor's other furniture. This fact became so generally known, and so many people called to see the doctor's beautiful candle-box that he was compelled, for the sake of privacy, to place it on exhibition at one of the shops. The despised mahogany at once became an article of luxury, and added largely to the fortunes of the cabinet-makers.

THE Russian Minister of Education states that there were, in 1873, 23,635 primary schools, with 938,000 scholars in that empire, of whom 748,886 were boys, and only 185,034 girls; by adding the Sunday schools the numbers were increased to 22,758 schools, with 942,487 pupils. The total population of the empire being 75,000,000 it appears that there is only an average of one school for 3294 inhabitants, and an average of one pupil for 79 inhabitants.

Children as Critics and Imitators.

Of all critics the keenest and most observant are children. Nothing, however trivial escapes their attention. They often seem unobservant when they have their eyes widest open. It therefore is of the highest importance that their teachers should do nothing which will excite their just criticism, as it respects sobriety of demeanor or reverence for holy things. If a teacher is frivolous, trifling, worldly, or addicted to fashion and gaiety the unconscious child-critic will quickly imitate the very defect which may provoke its strictures. None will perceive more quickly than he when the teacher does not practice what he preaches, and the difficulty is that he will catch the contagion of a bad example far more easily than a good one.

Children do not need the admonition, "Go and do likewise," with reference to anything that is evil or improper. They will be prompt enough to imitate the evil thing without the spur of any admonition. Teachers should bear in mind this tendency of the little folk over whom they are set, and so order their whole walk and conversation that, if either be imitated, it will be productive of good and not evil.

Among other vices with which children become infected through the examples of their teachers and others, is tardiness or irregularity. A tardy teacher inevitably makes a tardy scholar, and the teacher who is irregular in his attendance makes truants of his scholars. So on the other hand the example of the teacher who is always and promptly in his place is seen in the prompt and regular attendance of his class. It is something more than a venial offence when a teacher inculcates or encourages these vices by his example, for their influence upon his pupils is pernicious and may be life long. Besides they constitute a trait of character which will be manifested in various other ways unless, relying not on one's own strength, but on that which comes from above, it is eradicated by earnest and hearty effort. It is down the path cleared and beaten for them by these smaller sins that legions of sins will sweep—tardiness will beget indifference, and irregularity neglect, and indifference and neglect will be followed at no great distance by unbelief in the heart and ungodliness in the life. We may be sure that he who is habitually faithless in little things will become if he is not already, faithless in great things also.

Colors in Battle.

TASTE in dress is one of the most desirable of attributes in both sexes, but in what colors he shall dress becomes not only more than a matter of taste with the soldier, but of the most vital importance. For, from numerous observations, it would appear that men are hit during battle according to the color of their dress in the following order: Red is the most fatal color; the least fatal, Austrian gray. The proportions are, red twelve, rifle green seven, brown six, Austrian bluish-gray five.

DARING BIRDS OF PREY.

Dr. Wood, in the *American Naturalist*, tells the following stories—"Our common goshawk is the most daring and venturesome of any of our diurnal birds of prey. A farmer who resides a few miles from my office, wishing to perpetuate the old New England custom of having a chicken pie for Thanksgiving dinner, caught some fowl, took them to a log, severed the neck of one and threw it down beside him. In an instant a goshawk seized a struggling fowl, and, flying off some ten rods, alighted and commenced devouring his prey. The boldness of the attack so astonished the farmer that he looked on with blank amazement. Recovering from his surprise he hastened into the house and brought out his gun, which secured him both the hawk and the fowl. Another instance of still greater daring occurred near a dwelling house; the door being open the hen flew inside; the hawk followed, and seized her in the room occupied by an old gentleman and his daughter. The old man hastened to the rescue, and struck the hawk with a cane before it released its grasp. The daughter caught the hawk as it attempted to fly out of the door, and killed it."

In Great Britain there are 410,000 men employed in the coal mines below the ground, and 106,000 engaged above ground. The coal mined each year amounts to 128,500,000 tons. On an average 1,000 men are killed every year, and 4,000 wounded. In the last half century 50,000 men have been killed in the mines and some 200,000 were wounded.

Normal Institute of Drawing and Painting. IN SYRACUSE, N.Y.

In compliance with numerous requests from educators in the State of New York, and to supply in a degree an acknowledged deficiency in the educational provisions of this State, a NORMAL INSTITUTE OF DRAWING AND PAINTING will be organized during the coming summer at the College of Fine Arts of the Syracuse University.

The session will extend from July 11th to August 4th, 1870. While occupying a considerable portion of the usual long summer vacation, it will enable persons connected with institutions of learning to be in attendance, and will still leave them a part of the vacation free for recreation or travel.

FOR WHOM DESIGNED.

This Normal Institute is organized with reference to the wants of the following classes of persons:

FIRST. Teachers in public schools who find themselves now required by the law of the State to teach free-hand and industrial drawing in their schools, but who have hitherto had no practice in drawing and no instruction in the elements of art and design.

SECOND. Principals in public schools, superintendents in city and village schools, and county commissioners of schools, who find themselves required to superintend a branch of education with which they may have imperfect acquaintance; also principals of seminaries, academies and private schools.

THIRD. Teachers of drawing and of painting in high schools, academies, seminaries, and private schools, who may hitherto have had but limited opportunities for acquainting themselves with methods of instruction in the various branches of drawing and painting, with the principles of the science of esthetics (which underlies the fine arts), and with the history of art and its relation to the general history of civilization.

FOURTH. Teachers of other branches of education than drawing and painting especially of the natural sciences, who may desire to acquaint themselves with processes of execution, the resources and the limitation of the various branches of drawing and painting.

FIFTH. Recent graduates of colleges, normal schools and other institutions, who may desire to acquaint themselves with the general principles of art, in its theory, history and practice, as a supplement to their other general liberal education.

WHAT IS FEASIBLE.

Professional artists can, of course, be trained only by many years of careful and consecutive study and application. But it is altogether practicable for persons of mature age, who have enjoyed the benefits of thorough elementary literary and scientific education to acquire within a limited time a general knowledge of the fundamental principles of art, and of the processes of education, the scope, and the limitations of the various branches of drawing and painting. It is practicable for teachers who have a general knowledge of pedagogic science, and who have had experience in teaching other branches of education, to acquire within a limited time a sufficient general knowledge of art and pedagogic methods in art to enable them to impart instruction (at least to primary classes) in drawing, with great acceptability and success; also teachers in art, of more experience, who have had imperfect advantages in their artistic education, can attain to more correct views of the nature and office of art, and can acquire a better knowledge of technical execution and of pedagogical methods in art, in a comparatively limited period of time.

COURSE OF INSTRUCTION.

The instruction will be given in classes, by lectures, or to individuals, as may be found necessary. The course will include practical instruction in the various kinds of drawing—as with the lead pencil, the crayon charcoal, the steel pen, in India ink and sepia, and with drafting instruments; also in painting both in water colors and in oil colors. This practical instruction will be interspersed with frequent dissertations upon the relative advantages and disadvantages, the natural scope and the limitations of these various branches of art.

There will be daily class exercises during the session of the Normal Institute as follows:

1. In free hand drawing (artistic and industrial) for beginners.
2. In free hand drawing (artistic and industrial) for advanced students.
3. In mechanical and architectural drafting.
4. In perspective drawing (from plans and elevations, and with the free hand).
5. In painting in water colors.

6. In painting in oil colors.

Parties will be formed as often as may be found convenient, to practice sketching from nature amid the picturesque scenery which abounds in the suburbs and the vicinity of the city of Syracuse.

Classes will be formed, should any desire it, in modelling in clay, and in photography. Instruction in the above branches will be given by the following persons:

Prof. G. F. Comfort, A. M., Dean of the College of Fine Arts of the Syracuse University.

Prof. Sanford Thayer, of the College of Fine Arts.

Prof. Archimedes Russell, of the College of Fine Arts.

Prof. W. V. Ranger, of the College of Fine Arts.

Principal J. W. Armstrong, D. D., of the State Normal School, at Fredonia, N. Y.

Prof. M. M. Maycock, B. P., of the State Normal School, Buffalo, N. Y.

Arrangements have been made for adding to the number of this corps of instructors as it shall be found necessary.

LECTURES.

One or more lectures will be given on each day during the session of the Institute, as follows:

1. Five lectures upon the Science of Esthetics and the Principles of Art Criticism, by Prof. G. F. COMFORT, Dean of the College of Fine Arts.

2. Five lectures upon the History of the Fine Arts, by Prof. G. F. COMFORT.

3. Two lectures upon Pedagogical Methods in teaching Drawing and Painting, by Prof. G. F. COMFORT.

4. A lecture on Pedagogical Method in Industrial Drawing, and the True Scope of Industrial Art, by Prof. G. F. COMFORT.

5. Four lectures upon Artistic Anatomy by Prof. E. E. VAN DE WARKER, M. D., of the College of Fine Arts.

6. Four lectures upon the Application of Drawing to the teaching of Botany, Zoology and Geology, by Prof. ALEXANDER WINCHELL, LL. D., of the Syracuse University.

7. Four lectures upon the Application of Drawing to the teaching of Chemistry and Physics (with accompanying experiments), by Principal J. W. ARMSTRONG, D. D., of the State Normal School, at Fredonia, N. Y.

8. A lecture, with Stereopticon Illustrations, upon the laws of Linear Perspective, by Principal J. W. ARMSTRONG.

9. A lecture upon the Common Bond of the Fine Arts, by Chancellor E. O. HAVEN, LL. D., of the Syracuse University.

10. A lecture upon the Cathedral Builder of the Middle Ages, by President ANDREW D. WHITE, LL. D., of the University.

11. Two lectures upon Artistic Studies in Tree Forms, by Principal J. H. HOOSE, Ph. D., of the State Normal School, Cortland, N. Y.

12. Two lectures upon the Relation of Art to Religion, by Prof. C. W. BENNETT, D. D. of Syracuse University.

13. A lecture upon Points of Contact between Science and Art, by Prof. G. F. COMFORT.

14. Three lectures upon the Chemistry of Colors, by Prof. J. J. BROWN, A. M., of Syracuse University.

15. A lecture upon Teaching as a Fine Art, by Prof. J. W. MEARS, D. D., of Hamilton College, Clinton, N. Y.

16. A lecture upon the Cultivation of Taste at the Home and in the School, by Principal H. B. BUCKHAM, A. M., of the State Normal School, at Buffalo, N. Y.

17. Four lectures upon Early American Art, by WILLIS DE HAAS, M. D., of New York City.

18. A lecture upon Art in India, by Hon. N. F. GRAVES, Ex-Mayor of Syracuse.

19. A lecture upon Chinese and Japanese Art Customs, by Prof. W. V. RANGER, of the College of Fine Arts.

20. A lecture upon the Present Condition of Architecture in America, by Prof. ARCHIMEDES RUSSELL, of the College of Fine Arts.

21. A lecture upon the Present Condition of Painting and Sculpture in America, by Prof. G. F. COMFORT.

Most of these lectures will be extensively and brilliantly illustrated by stereopticon views, diagrams, or drawings made on the blackboard or on cartoon paper during the course of the lecture.

ART EXHIBITION.

A Loan Exhibition of Works of Art will be held in the University building during the coming summer, continuing through the session of the Normal Institute. Those attending the Institute will have daily access to this exhibition without extra charge.

EXPENSES.

The tuition in the Normal Institute will be twenty-five dollars.

Board, with furnished room, can be obtained

in the city for from three dollars and a half to five dollars a week.

REMARKS.

It will be noticed that in the programme given above of class instruction and of lectures, provision is made for more exercises each day than can be attended with profit by any one person. This is necessitated by the varied artistic attainments of the different person who may be in attendance at the Institute.

It will greatly facilitate the preparations for conducting the Institute, if proposing to be in attendance will state with some definiteness what degree of advancement (if any) they have attained in the study or practice of art, and what branches in the above programme they desire to pursue, and especially if they desire to take up modelling or photography.

Persons proposing to attend the Institute will confer a favor by communicating their intention as early, at least, as by the first of June.

The opening exercises of the Institute will take place in the University building, at three o'clock on Tuesday afternoon, July 11. It is greatly to be desired that all shall be present on that occasion.

For further particulars, address

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FROM a letter from Prof. Geo. L. Maris, chairman of the Executive Committee we learn that the Annual Session of the Penn. State Teachers' Association will be held at West Chester, (twenty-seven miles west of Phila.) August 8th and 10th. Teachers from all parts of the Union are invited to attend.

THE Glasgow Herald pays a deserved compliment to Neil Gilmour, the honored Superintendent of Public Instruction in the State of New York, in reviewing his annual report to the Legislature. Yet it is to be feared that the splendid work done in behalf of education in this land pis but poorly understood abroad. To understand it they must come and see.

We are glad af hints, informations, suggestions and articles that bear on our work, but these must not be *anonymous*. All articles will be received with courtesy and confidence. The writer of an anonymous letter received during the present week will oblige us by sending name and address—the subject being one that needs, apparently, attention.

IN this number of the Journal, is resumed the special articles descriptive of the private schools of the metropolis. These articles are of great value to those who have children to educate, enabling them the better to select the right school for their children and to bestow their patronage on those worthy such patronage. They open to teachers and others outside of the city a view of the educational work of New York.

The article in the present number is descriptive of a Kindergarten.

To the Teachers of this City.

We desire that every teacher in this city, especially, should be a subscriber to the NEW YORK SCHOOL JOURNAL. We do not complain of want of patronage, we feel that if there are live teachers anywhere in the world they are in the schools of the City of New York. And to those who have extended such helping hands we return cordial thanks. It is not a personal matter, friends; it is the cause of education that is represented in this Journal that we ask you to uphold and encourage. We claim to be moved by the same generous motives that animate you in your noble work of educating the children. A long service in the schools shows us that what is needed is the diffusion of educational light and knowledge. The great movement in behalf of education in New York State was begun by

the publication and circulation of a small sheet. — *The District School Journal*—by the lamented DWIGHT. If that movement is to be continued it will be by preaching the gospel of education. In this work the teachers of this City must be found foremost. We, therefore, urge those not now subscribers to become such without delay. Do not wait to be called on to subscribe; send in your names; have a hand in the agency that records your work; assist in causing the light of education to shine abroad.

An Earnest Appeal.

THESE words are not for subscribers to the Journal—pass them by. They are for those who receive the paper, who see it from week to week but do not “take it.” We hand “in the important work of diffusing educational knowledge;” and the schools would be the gainers if they were plucked up by the roots.

You are now reaping what self-denying and devoted friends of education have sown in the past years. Men and women that have moldered into dust supported educational papers of diminutive size when everything looked gloomy in advance, when the teacher collected his pay by rate bills, when school buildings were decaying, dirty and unwholesome. What will you do living in the ground morning that has dawned? Will you read a paper that another pays for, or like them will you pay for one for yourself?

For those who are subscribers—especially. Many of you are in arrears for subscription. Will you kindly, when not fied, send us the amount in arrears should you conclude not to renew your subscription. We fear that some teachers do not realize the injustice they do when we notify them of arrears, to ask us to discontinue the *Journal*—but neglect to pay up these sums. These arrears amount to some thousands of dollars and are justly due us—they vary from 25 cents to \$1.00. Again, teachers, treat one who has wrought in the school-room for twenty-five years, and who has during most of that time taken a teacher's paper paid for it and had it bound, with righteous justice.

The Dead Teacher.

SOLEMN and serious are the lessons derived from the “Cities of the Dead.” It is well to visit Greenwood and others of these cities of silence, not merely to gaze upon the chiseled monuments, the work of living hands and thinking heads, but to awaken thought and reflection, and drink in lessons deep and impressive from the sleeping millions that lie just out of sight.

Dead Teachers, dead, but not buried. What lessons can we learn from the dead teacher? Many, and important. Some of these lessons are positive, more are negative. Who are the dead teachers? What are they? The sacred writer describes a class of persons who are “dead and yet live.” Dead teachers are not of this class. They more nearly resemble those who are living and yet dead. A living death is to be deplored. A dead teacher is often very active, and vociferous, but his actions resemble the movements of the muscles of a corpse under the influence of a galvanic battery, the motor power comes from without; there is no inspiring influence from within.

The dead teacher moves mechanically, speaks mechanically, thinks mechanically, and makes mechanical scholars. In a certain school visited not long since, a class was reciting English grammar; not exactly reciting, were attempting to “say their lessons.” The teacher reclined in an arm chair, held a book in her hand from which she read as “interludes” be-

tween the frequent exhortations “John sit up,” “George pay attention,” and raps for order on the desk with the blunt end of her pencil, in a prozy manner, the questions the young learners were expected to answer. These active young minds were alive and their thoughts wondering on every thing save the subject of their lesson, but the teacher was dead.

In another school, the teachers were alive socially, they conversed intelligently on subjects remote from the school-room, they were posted on the latest fashions, but had no time to read an Educational Journal. They “studied the branches they were teaching, when students in school, and understood them,” and “looked upon it as a waste of time to study them as a daily preparation to teach.” As teachers they are dead, and many of them “twice dead,” and the schools would be the gainers if they were plucked up by the roots.

We generally find live teachers among those who “paddle their own canoe.” Those men and women who have the energy and enterprise to establish themselves and build up their own schools are generally alive. But the dead teacher may be found even among these. In some cases their death comes “in a mysterious way.” Financially even these are said to prosper. The mystery thrown around their living tombs is said to give them patronage. But they allow no stranger, no brother teacher, no friend, “to witness the work going on within.” In some cases, “not even the parents are allowed to be present during a recitation.” They are dead certainly so far as their influence upon the profession is concerned; and we fear they are dead to the genuine intellectual development of their pupils. In every department of instruction are to be found these unburied corpses.

In teaching any one branch the dead teacher is satisfied with a knowledge of that branch only, and supposes that such knowledge will enable him to teach it to others. The live teacher seeks not only to understand the branch of science he is teaching, but everything with which that branch stands connected and to which it is related. This gives him vitality. He draws from this knowledge as the human system draws the oxygen from the inhaled air, a renewing principle, increasing his vigor and his usefulness. The dead teacher has no adequate idea of what he is teaching, he has no conception of the relation one part bears to another.

Educational conventions, Teachers' Institutes, University Convocations are “great bores.” They seldom attend these “useless gatherings,” these assemblies of “dullness and stupidity.” They are “opposed to innovations,” they like “the old forms,” the deep ruts.

We know that innovations are not always improvements, but the winnowing of the thinking will soon blow away the chaff and gather up the wheat.

The dead teachers are not all among the “Old Fogies.” “Death is no respecter of persons.” Mounds in the “city of the dead” are of all sizes. In making our observations upon dead teachers, we were impressed with the truthfulness of the adage “Death loves a shining mark.” In a certain room of a prominent school not a thousand miles distant may be seen grouped together every morning, every recess, a class of fashionably dressed young teachers engaged in animated conversation. We have been surprised at the likeness of the subjects discussed from day to day, and may be excused for mentioning them. The first theme under discussion was “the present style of overskirts.” The second, “spring fashions.” The third, “What he said going home from the opera.”

Three out of five of those “be-

frilled” and “beruffled” teachers had never seen nor heard of the “NEW YORK SCHOOL JOURNAL,” and what is more remarkable, they “didn't want to know anything about it.” They had enough of school during school hours. “Out of school they wanted the “Beau Monde,” something readable.” They were shining marks at which the rider of the “pale horse” of the schools was aiming his poisoned arrow.

These dead teachers are of a great variety of form and color. Among the apparatus illustrations in object teaching we have never found quite their counterpart. The colors reflected from these cosses, are strikingly secondary, and it is a little remarkable how frequently is observed a combination of blue and yellow, with a predominance of the latter.

Cooper Union Literary Class.

At a regular meeting of the Free Class in Composition and Elocution, held at the Geographical Lecture Room, on Monday, April 17th, resolutions were offered by Mr. Geo. H. Mellish and adopted by the class, thanking Mr. Peter Cooper and Prof. J. C. Zachos for the opportunities that they have afforded for the study and practice of these branches. The class has met on every Monday night during the Fall and Spring of 1875-6, and under the able and pleasant instruction of Prof. Zachos, have received valuable instruction in these important branches of study. The class having proved so profitable and successful, no doubt the exercises will be resumed in the Fall, when all who may desire can avail themselves of the opportunity of improving themselves in these much coveted arts, without money and without price.

Needed Reform.

The present method of fixing the salaries of the teachers in the public schools produces many results that should be excluded, and fails it respect to many things that are indispensably necessary.

In the first place the disposition of the teachers into ranks should be wholly abolished. This is followed in several schools already. There should be a perfect equality of title, no FIRST, SECOND OR THIRD assistants, but all on one level. There should be no more honor attached to teaching the highest grades in the school than the lowest; it requires no more skill, and as to attainments of knowledge each teacher is subject to the same examination.

In the second place there should be no higher salary paid to a teacher because he teaches a grade of pupils who pursue higher studies than another. The teachers in the Primary Schools should if equal in ability and tried skill be paid as much as those in the Grammar Schools.

In the third place, every teacher should be paid in accordance with certified ability and length of service. After a year of successful labor a certain amount should be added to a teacher's salary. This could be done without paying any more in the aggregate than is now done; the present amount would be distributed more satisfactorily. An assistant teacher who should appear on the books of the department to have only \$600 while another had \$900 could explain it by saying that she had simply seen less service. This plan would obviate the struggle for advancement, the effort to get “influence,” the need of watching with an eagle glance all the vacancies occurring, etc.

Book Notices.

ROBERT'S RULES OF ORDER published by S. C. Griggs & Co., Chicago.

This little book has proven a remarkable success, an edition of nearly 4,000 copies hav-

ing been disposed of in two months. It has been adapted as a text-book in Bowdoin and several other colleges, and it is commended in the strongest terms by parliamentarians as being the best manual of its kind in our language. The Table of Rules is a very important feature of the book. The author says that of the 200 questions answered on that page alone, only 5 or 6 are answered in Cushing and those he adds are incorrect. Where so many are called upon to preside or take part in the innumerable public meetings in this country the subject should be more generally taught in the higher schools and academies we think. We find it to be a book worthy of recommendation.

ELEMENTARY COURSE IN GEOGRAPHY, price \$1.20, by Prof William Swinton. Published by Ivison, Blakeman, Taylor & Co., New York.

This work is intended to comprise a Primary and an Intermediate course in one book. It has a very attractive appearance, certainly, and on opening the volume and examining its contents carefully we are prepared to say that the author has really produced a new and valuable volume on the subject of Geography. A school-book that fits one school-room and one teacher frequently fits but few others, because there is such a variation in the views of the teachers. This work may certainly claim to be an aid to the teacher without experience, while to the veteran it adopts itself. It enables the skillful teacher to use the oral method, which for the elementary pupil is the only true one. The author has with great ingenuity adapted the book to awaken thought on the part of the pupil. It can be employed as a reading-book and be of the highest service for it is full of new and interesting matter. As a Geography it has clear and intelligible definitions, there is enough mathematical instruction, and the physical and political facts are judiciously blended. So that there is a unity and completeness to the volume that will be apparent on examination day, and although the book may be attractive in its appearance it is a real text-book after all. The author proposes first to address the perceptive faculties by a series of questions about things generally known; then he would have the teacher explain, enlarge, and illustrate; and finally the pupil comes to a conclusion which the book helps him to state in exact language. The union of reading and recitation matter renders the study enlivening and profitable for the author has selected wisely. We commend the effort to make a prominent industrial topic for this is a country where all may be said to belong to a class of society that "work for their living."

We select a few examples of its practical character. On page 91 we find.

"From Peru the principal article shipped by way of trade are silver, saltpeter, Peruvian bark, copper, alpaca wool, gums and drugs and last and most important guano. This is found on the Chincha Islands and is greatly used in our country for fertilizing soil."

On page 51 we find:-

"But I am going to tell you a curious fact. We the people of the United States spend every year more money on cigars than we do on books. And another thing of importance to remember:—we pay more money to the merchants of Cuba for sugar and cigars and other things than we do to those of any other country (except Great Britain) for all the goods we buy."

These extracts may seem to show that an attempt has been made to rescue this interesting subject from the dry and tedious treatment to which it has been so many times subjected. We heartily commend the volume to all teachers; and the publishers will put it into their hands for examination for 50 cents.

PROGRESSIVE ART STUDIES, by George G. White. [Published by Ivison, Blakeman, Taylor & Co.]

The growing attention given to the subject of Drawing as a branch of Public Instruction has brought out this series of books. They are arranged in a systematic and rational method, and in a progressive order that renders them available and practical, in the school-room. It is issued in the form of cards twelve being put up in a neat envelope with a proper amount of drawing paper, and Instructions for drawing with each set; the price of each is 60 cents. Of the elementary Series.

Set A contains Lines and their combinations.

- " B " Cubic Diagrams.
- " C " Light and Shade.
- " D " Practical Studies.

This will give a pretty clear idea of the comprehensiveness of the work undertaken by Mr. White. He gives on each card instructions in very clear language, calling the attention of the pupil to the various points that will need to be observed. In this way he knows how to proceed at the very outset, and he does not work blindly and wildly.

Nor does this author spend any time in combinations of lines for curiosity's sake; he sets the pupil at something practical at the earliest moment possible. Another striking feature is the use of Cubic Diagrams. It will be apparent from a slight inspection of the cards that illustrate this feature that it will tend to accustom the pupil to observe the general form and distribution of the mass of the various objects that come before his eye. This feature is one that will recommend itself to all who look for a training of the eye and an improvement of the judgment as a result of lessons in drawing.

Each set is evenly balanced and properly graded so that the instruction is thorough and exact.

There are beside the above, the Instrumental, the Ornamental, and the Landscape Series. The merits noted in the Elementary are found also in each of these. The Ornamental comprises a full course of Decorative Art. The manual is written by Clarence Eytinge and the compilation of the cards is from his skillful hand also. His views are clearly and charmingly expressed. In the Application of Principles we find: "All ornament may be divided into four classes. The Structural; that which grows from, or forms part of; the Sculptural; that which is carved into relieved form; the Decorative; that which is painted upon or inlaid with; the Textural; that which causes surfaces to appear rough or smooth, hard or soft. Again "the Structural has its types in the mountain or the forest with its columns, arches and spires. These suggest power, majesty, mystery.

The Sculptural has its types in the vine, the leaf, and the spray. These suggest grace, bounty, freedom.

The Decorative has its types in the forms and colors of flowers. These suggest light and life. The Textural has its types in the cool earth and dewy grass. These suggest freshness, softness and repose."

It will be seen from this brief enumeration of a few of the features of this system that a generous and noble effort has been made by the publishers to supply to schools and scholars what is needed to direct and cultivate the art-taste that now evidently exists in an undeveloped state.

THE Art School at Birmingham, England, has received \$50,000 from an unknown benefactor, which will enable it to greatly enlarge its sphere of work.

The Imperial Russian Technical Society has reported favorably to the Government on the introduction of the decimal system, which is now everywhere established in Europe, except in England and Russia. The report says that the Russian people will easily fall into the change, as the Russian measures do not vary much from the French; it likewise advises that the metrical system be taught in the schools, and that cheap pamphlets be published on the subject,

A Model American Kindergarten.

We are often asked, what is a Kindergarten? We shall now be asked, what is an American Kindergarten? We answer. It is not a vegetable garden, not entirely a floral garden, though plants may be said to grow and thrive, and bud and blossom in it. Its plants are "plants of renown," precious and beautiful images of the "Lily of the Valley" and the "Rose of Sharon." It is a garden in which small slips of humanity are planted; a rich soil and congenial climate in which these human slips take root, spring up, and put forth their attractive foliage; it is a green house adapted to the development of the nascent activities and faculties of the human mind; it is a child-garden full of tender human plants, under the direction of no tyro, no adventurer, no bungler, but of one who understands the true philosophy of mental growth and mental evolutions; it is a soil in which each individual slip is nurtured, trellised, cultivated and fed with special regard to its individual needs, all being kept in perfect harmony.

Let us drop the figure. The American Kindergarten brings children together at an age when the mental activities first begin to develop, and surrounds them with influences and objects calculated to awaken inquiry, foster the love of the beautiful, fill the mind with pleasant images, and awaken observation and perception.

What is this, more than the German Kindergarten, you ask? Be patient, we shall show you before we finish, how it differs and wherein it is superior to the German Kindergarten.

AMERICA FAVORABLE TO A FULL DEVELOPMENT OF THE SYSTEM.

No other country is so favorable to the development of any system of education as the United States. No other country offers so largely the conditions for the existence of a genuine family-life. No other country renders the development of pure humanity more possible. In no other country does the individual enjoy fuller liberty, with less restraint to carry out his own designs in his own way. In this country the individual occupies the highest rank. It is necessary to be only a human being in order to be a citizen, equal in the eye of the law, to any and every other member of the community. In this country there is no excellence but that of superior efficiency and usefulness—in no other country are there so few prejudices in favor of birth, occupation, or sect; in this country every one derives his full value from the character and extent of his individuality. I am aware that we fall short of the ideal, but we approach it more steadily and more rapidly and more nearly than any other country.

In politics every man is free and equal; in religion the conscience is left untrammeled; in society he occupies the highest rank whose individuality has reached the highest point of successful development. With all these advantages, we are but infants in our methods and aims of education. The rush for the higher goal has led even our educators to overlook the great fundamental law of intellectual development—our methods favor the growth of minds partially developed. Our curriculum for the college is wise and adapted to the culture of minds fitted to enter them; but early development has been left to chance or to unskillful hands. Pestalozzi saw this when he wrote "As far as I am acquainted with popular instruction, it appears to me like a large house, whose uppermost story shivers in the splendor of highly finished art, but is occupied by only a few. In the middle is a great crowd, but the stairs by which the upper one may be reached are wanting. In the lowest is an immense throng who have precisely the same right to enjoy the light of the sun as the upper story, but the walls are sealed up, there are no windows to let in the light."

ON WHAT BASED.

Culture should be in accord with the laws of natural development; the first faculty springing up should be first appealed to, the child's education begins the moment the senses are opened to the impressions of the surrounding world, at the first awakening impulse above the animal, the first peering out of the germ of mental life.

Instruction must be commensurate to the growth and character of the faculties already unfolded, and at the same time, in harmony with them.

In no other Kindergarten, either in this country, or in Europe, have we seen instruction so well directed by a certain order of succession, adapted to the first unfolding of the child's powers, and progressing exactly parallel to the development of those powers.

In young children the perceptive faculties are relatively stronger than at any other period. While the reason and understanding sleep, the sensitive perception is storing the mind, receiving its impressions from external objects. Memory's tablet is covered with indelible pictures; the imagination is transformed, and in a short time reflection organizes and classifies, resulting in the determination of thought, and the formation of character. The powers and faculties of the child are developed naturally, progressively, and symmetrically.

WHAT LED TO THE ESTABLISHMENT OF THE AMERICAN KINDERGARTEN.

Miss E. M. Coe, the founder and conductor of the American Kindergarten, is a graduate from Mount Holyoke, which school she entered with more intellectual culture than young ladies generally possess at the time of entering college. She graduated with the honors of her class.

After leaving Mount Holyoke she was employed to take charge of the Female Department of the Towanda College, at Towanda, Pa., and subsequently filled a prominent position in Stonington, Conn., and afterwards in the Spangler Institute in this city in the days of its glory. While engaged in these schools, though teaching the higher branches of education, she felt that God was fitting her for the great work in which she is now engaged. She found what too many teachers are sensible of, that the most she could do was to correct bad habits previously formed. At times she became dissatisfied with the profession, on account of the superficial work done in the schools, made superficial by the desire to please the pupils, and court the patronage of parents. For in New York the somewhat homely proverbial remark, that, "The boy is the father of the man," is not more true than the other no less acknowledged fact, that the girl controls mother, and through her, holds the purse strings of the father.

For a time she turned her attention to painting, for which she had a passionate fondness, but Providence seemed to frustrate her plans, and open to her opportunities for cultivating and educating young children. This led to the founding of the Kindergarten over which she now presides.

WHEREIN THE AMERICAN KINDERGARTEN DIFFERS FROM THE GERMAN.

Miss Coe does not ignore the light thrown upon the methods of educating the young, by the founder of the German system, although she had practiced for a long time the principles inculcated by Mr. Froebel, before she had read his works, or had known anything of his "gifts and occupations." Like him, she had observed, in her own experience in teaching, the more advanced classes, that the harmonious and gradual development of all the faculties was not secured. She found it was difficult and even impossible to make a symmetrical tree of one full of deformities, already grown up and hardened. She found it necessary to commence when the plant is young, elastic and pliable. To secure satisfactory results she found it necessary to

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spend more time in undoing what had been erroneously done, than to train the young slip to a healthy growing plant, from the beginning.

Frobel systematized the philosophical views of Pestalozzi, making them in a measure lucid and practical.

Miss Coe has added to and improved the system of Frobel, and adapted it to American habits, American enterprise, and American taste.

She has completed the unfinished Kindergarten Alphabet and rearranged some parts, making them accord with the order of nature. The infant mind is first attracted by color and not by form, hence, in the order of "the gifts," color should come first. After the primary colors are understood, then the secondary are elucidated in their order. After the secondary are understood, the tertiary are introduced and elucidated in a similar manner. Color is the Alpha of the great Kindergarten Alphabet from which the children step forward to the second letter, the idea of form.

By the varied and beautiful material used in the Kindergarten, the children are led forth into the great garden, the world of color and form, planned by the Divine mind and planted by the Divine hand, and are taught to select, compare and arrange according to the types used and made familiar in the Kindergarten teaching.

The entire system will be better understood by a brief illustration. The Alphabet of form comprises, first, curvilinear solids, consisting of four varieties—the sphere, the cylinder, the oval and the cone. The second rectilinear solids, consisting of the cube, the oblong, the prism and the pyramid. The third, the square, parallelogram, rhomb, rhomboid, trapezium, and trapezoid. Fourth, polygons, consisting of the pentagon hexagon, heptagon, octagon, nonagon, decagon. Fifth, triangles, consisting of the right angled, acute angled, obtuse angled equilateral, isosceles and scalene. Sixth, polyhedrons, the hexahedron, rhombohedron, tetrahedron, octahedron, dodecahedron, icosahedron.

These six classes constitute the types of the great world of form at which the eye can gaze and never tire.

BOOKS IN THE KINDERGARTEN.

In Frobel's Kindergarten, books are not allowed, and a limit is fixed to the age of admission and for dismissal. There is a difficulty in carrying out his plan. We must take the world as we find it, and lead people gradually to a higher plain. Americans, especially, are eminently practical; they propose to see, in their own way, that they "get the worth of their money."

The American Kindergarten lengthens the term of instruction, and leads from a picture of the form of the object, to the word-picture, hence, books are introduced at a certain stage and children before they know what the objects aimed at is, are able to read, without apparent mental effort.

A system of finger gymnastics is engaged in daily, in which all the movements of the fingers in writing are practiced, until the movements become habitual. The same exercises are repeated with a pencil in the hand. Slates are then given to the children and they are soon delighted to find that their finger exercises are producing the forms of letters and of figures. Miss Coe believes there is a right and a wrong way to do things and attributes her remarkable success to following the right way.

Her great aim is to keep the young mental plant in a healthy state, so that the appetite for food shall be always sharp, then give it enough to answer the demands of nature, but never enough to surfeit.

THE AMERICAN KINDERGARTEN AT THE CENTENNIAL.

Miss Coe has erected a splendid Kindergarten building on the Centennial grounds in Philadelphia. The building occupies one

of the finest sites on the grounds, near the Art Gallery. It is 18 by 36 feet, built in an attractive style of architecture, painted on the outside with a beautiful blending of the tertiary colors, while the primary and secondary are used on the inside where the shade softens and subdues them.

An entirely new set of Kindergarten material may be seen there, tastefully arranged for the examination of visitors. The building is a perfect museum of interest and attraction.

Among the interesting objects found there are

BOOKS WITHOUT WORDS.

comprised in 24 volumes, primarily classified into the Animal Kingdom, the Vegetable Kingdom, the Mineral Kingdom, and Miscellaneous Books. We were much interested in a perusal of Vol. 1st., which is a large folio, arranged in six parts, two of the parts being duplicated and adapted to more advanced pupils.

The cover is a drab ground work ornamented with the colors of the rainbow beautifully blended, wrought in needle work, and an embossed initial letter in the center.

The volume combines color and form. The first part treats of the primary colors with a closing chapter on their combinations to form the secondary. The second part treats of the secondary colors with a closing chapter on the interesting combinations in the formation of the rainbow. The third treats of the primaries with their complimentary colors. The fourth part treats of the tertiary colors with a closing fancy sketch "For Mama." The fifth part is more attractive than the most fascinating novel, showing at a glance the combination of the primary colors to form the secondary, and the combination of the secondary to form the tertiary, with a fancy sketch "For Papa." The sixth is miscellaneous showing a beautiful variety in form, and in the combination of colors.

In the Animal Kingdom the subjects are discussed in four volumes. Vol. 1st treats of the Mammalia. Vol. 2d treats of birds. Vol. 3d treats of fishes. Vol. 4th treats of insects. These volumes open to the eye of the pupil every class and variety.

THE VEGETABLE KINGDOM

is presented in three volumes. Vol. 1st treats of fruit; Vol. 2d treats of flowers; Vol. 3d treats of leaves.

THE MISCELLANEOUS BOOKS

are somewhat varied and numerous.

The books contain lessons on a great variety of subjects. In one we find a pictured representation of Poe's Raven. In another we find a striking pictured illustration of Mr Holland's Lullaby.

"Rockaby, lullaby bees in the clover!"
"Crooning so drowsily, crying so low!"
"Rockaby, lullaby, dear little rover!"
"Down into wonderland!"
"Gc, oh, go!"

Among the books without words we find a liliputian volume, the cover of which resembles a beautiful sea shell, in form an ellipse containing twelve leaves, on each of which is a picture of a shell, every leaf presenting a new variety.

Another book, the contour of which is the that of the butterfly, presents, in a manner to interest every child, the entire butterfly family.

BOOK MARKS

of every variety of form, construction and color, wrought by the little hands in the American Kindergarten are on exhibition. On many of these marks are the words "hope," "faith," "love," &c., wrought by perforations resembling exquisitely embossed work.

In another of these wordless books we find, "The Soliloquy of a Rationalistic Chicken," and "The Old Oaken Bucket," impressively presented to the eye by pictured illustrations, showing how limitless is the field of object teaching.

In one book the authors of which are yet to young to enter even the primary department

of our schools, we find an interesting chapter on the Carriage-making art. The chapter "was composed" by a little boy who has not yet reached the legal age at which children are admitted to the Public Schools. It describes, in picture form, wrought by needle work, every part of the carriage, including the gold plated lamps on the dash board, the handle of the door, the adjusting braces of the cover, and the gold-plated bands on the hubs of the wheels.

A beautiful garden this, in which to sow the seeds of mental and moral principles, destined if skillfully sown, to change the whole system of primary education.

"A wonderful thing is seed—

The one thing deathless forever!
The one thing changeless—utterly true;
Forever old, and forever new,
And fickle, and faithless, never.

Plant blessing, and blessing will bloom;
Plant hate and hatred will grow;
You can sow to day—to-morrow will bring
The blossom that proves what sort of a
thing
Is the seed, the seed that you sow."

The Heathen Chinee.

THE Chinese Government has at present in this country 120 boys, who it is causing to be educated for positions in its army and in its foreign service. These boys are under the especial care of three Chinese Commissioners who reside in this country, two of whom had themselves been educated in American colleges.

The policy of sending young men from China to be educated in this country was determined upon only two or three years ago, and its adoption is due to the exertions of two of the Commissioners who are now here laboring to promote its success. Of course they had at first to overcome very strong national prejudices, but it is understood that the arguments which were most effective with the Chinese authorities were based on the conviction that, in order for the Chinese nation to avail itself of improvements and new inventions in military science, and to compete with Western nations in diplomacy, its army officers and foreign ministers must be educated as the officers and ministers of other nations are.

It is intended that the young men now in this country shall remain fifteen years, and that they shall be not only trained and science and letters, but shall devote much of their time to technical study.

At the same time, they are required to retain their knowledge of the Chinese language, literature and customs, so that, on their return, they will be able to fill successfully the positions for which they have been prepared.

In this respect the Chinese Commissioners seem to have pursued a wiser course than the Japanese authorities; for some of the young Japanese women who are now being educated in this country seem to have forgotten to some extent their native language and customs, and one of them, it is said, can no longer either speak or understand the Japanese tongue.

The college at Peking, presided over by an American, is also doing much for the education of Chinese youths, though, on account of native prejudices, its managers are unable to introduce the teaching of any scientific subjects, with which the young who are educated in this country will become familiar.

For instance, it has been found impossible, thus far, to establish in the Peking College a Chair of Medicine, although a recent letter from the President of the College to Gen. Eaton, United States Commissioner of Education, reports that a Chair of Medical Chemistry has been established, and the hope is expressed that it will be possible to maintain it.

These signs of advancement on the part of the Chinese, and the fact that they continually turn to the United States to assist them in learning the art of civilization, suggest

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the wisdom of such a foreign policy on the part of the United States as will cherish trade and unrestricted intercourse with the Great Empire of the East, and certainly ought to be fully considered when any legislation tending to discourage Chinese immigration is proposed.

VALUE OF BOOKS.—So precious were books in the dark ages that donations of them are recorded as acts of signal generosity, deserving perpetual remembrance. In 650 King of Northumberland gave 800 acres of land for one book containing a history of the world. A Countess of Anjou gave 200 sheep and a large parcel of rich furs for a volume of homilies; 120 crowns were given for a single book of Livy, 100 crowns of gold for a Concordance, and 40 crowns for a satirical poem called the "Romance of the Rose." In 1720 a Latin Bible was valued at £30 at a time when two arches of London Bridge were built for less money; at a time, too, when the wages of a laborer were only three half pence a day, and when, of course, it would have cost such a man fifteen years of labor to buy a Bible, which, after all, being in Latin, he could not have read.

A NEW wonder is reported from California—a rival valley to the Yosemite. It is in the South Forks of King river, forty-five miles from Visalia. The valley is nine miles in length, and has an average width at the bottom of half a mile. It is five hundred feet above the level of the sea, and its walls are above three thousand feet high. The falls have more water, but are less picturesque, than those of the Yosemite.—*Harper's Weekly*.

At the gallery of the Burlington Fine Arts Club, London, is an exhibition of Japanese lacquerware, which is believed to be the finest in the world. This art is supposed to have reached its greatest perfection in Japan some three hundred years ago; and choice specimens are handed down as heirlooms, and highly prized on account of the labor and skill required in their production.

THE truly wonderful chessplayers of the world have very seldom been remarkable for anything else. Indeed, though the play of a great chess player is a very high and intense exercise of the imagination, it is an exercise of the imagination of a very thin kind indeed, which need not imply and considerable imaginative grasp of the realities of life.

JENNIE LIND gave \$300 to a home for musical students, not long since, and offered to sing at a concert to be given for its benefit.

Publisher's Department.

Druggists say that the sale of Dicks Tasteless medicines is increasing rapidly.

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See advertisement of Jesse S. Cheyney in another column of the Journal.

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CENTENNIAL.

The letter-boxes will bear inscriptions in six languages.

Nearly 100 American publishing-houses will be represented.

Illinois contributes about two tons of geological specimens.

A titanic steam-engine, weighing over 700 tons, is being placed in position. It was built in Providence, R. I.

The total donations to the Women's Department during the past year amounted to \$45,626.48.

A lump of coal weighing five tons will be sent to the Exhibition from the Kohinoor Colliery, Shenandoah.

The Grand Exposition Hotel covers five acres of ground, and is the largest building of the kind in the world.

The Canadian Yacht Club's schooner yacht is nearly completed. It will take part in the international race.

A party of Centennializing Indians, under the charge of George Anderson, a scout, has arrived in Philadelphia.

The grand pavilion to be erected on the grounds by the French Minister of Public Works will cost 250,000 francs.

The "Official Catalogue" will contain a classified list of all exhibitors, their addresses, and the objects exhibited.

Barbers for gentlemen and hair-dressers for ladies will abound at the Exposition, and will probably represent a diversity of nationalities.

The clock for Independence steeple, which is not yet completed, will stand about 14 inches higher than the one for Memorial Hall.

Several bids have been made to sweep out the Centennial fair building for fifty thousand dollars. Sealed proposals for the contract were not even solicited by the managers of the institution.

The Chinese contributions to the American Centennial will aggregate \$160,000 in value. One merchant alone sends \$6,000 worth of goods, and sends six workmen along with them to repair any damage to them.

The Centennial authorities have established a Bureau of information for the collection and contribution to the press of news relating to the Exhibition. This department is under the charge of M. F. Lobo, formerly of the *Day*.

Judging from the large number of subscribers to the fund for the erection on the Exhibition Grounds of a building intended to serve as headquarters for the bank officers and bankers who are subscribers, the project will prove successful.

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A Glittering Mystery.

"What becomes of the precious metals?" asks an Eastern journal and then proceeds to consider the question and succeeds in throwing much doubt upon it, or rather leaving it in just as much doubt as before. The question, "What becomes of all the pins?" has been often asked, perhaps, and has been answered with about the same illumination. Ferd. Ewer, many years ago, in this city, was hugely amused at a question asked in the Sacramento Union, namely, "Where does all the water go?" To which interrogation the questioner proceeded, with the philosophical sobriety of an owl, to reply through a long column article, when it might have been answered in two words—the ocean. But it is not so easy to answer satisfactorily the question as to what becomes of the precious metals. That a vast amount has been extracted from the earth, according to an English writer who, of course, must depend to a great degree upon guess work, not less than \$5,000,000,000, since the days of Noah, in gold and silver, there can be no doubt. Of this amount he thinks that \$3,200,000,000 have been produced since the discovery of America. The Christian world is credited with having had \$2,000,000,000, most of which has been disposed of by shipwrecks, gilding, fire and various other ways, as effectually, we might suggest, as many of our citizens have disposed of theirs by investing in stocks. He thinks this loss proceeds at the rate of \$16,000,000 annually, while the production he puts at \$40,000,000, which is undoubtedly too low. One-half of the balance, \$350,000,000, he thinks is held in the form of plate and ornaments. Of the balance in the anti-Christian world, waste and losses omitted, he thinks that over a thousand billions have been hidden in Asiatic lands in different ages of the world, and he continues that is well known that a thousand millions were thus hidden in India and China in the six years succeeding 1851; that is during the time when wholesale murder and slaughter and wholesale robbery and despoliation were the business of the natives and their enemies. One would think that China must be carpeted with gold leaf, paved with silver dollars, glittering with the precious metals, did he think only of the vast sums sent there for hundreds of years past, little or none of which ever comes back. But somehow those metals have a fate there, as they have else where—they disappear. Like many other commodities, they serve their purpose and disappear. What became of all the gold with which Solomon covered his grand temple? What became of all the Spanish spoils in South America and in Mexico? One might ask such questions forever and be no wiser therefore. Gold and silver serve their purposes and disappear, as do the human race and old boots and all other material things, and there is none so wise as can tell us accurately what has become of them. When the faucet is turned, where has the gaslight gone? one might ask, and question would be as reasonable and perhaps as difficult to answer. We know pretty well where our little portion of gold and silver has gone, but that knowledge does not give us any particular gratification.—*Alta California.*

Years ago Sir William Meadows of the British East India service was detected in selling post traderships, or something of that kind, and tried to blow his brains out. The ball grazed his forehead, and when his friends rushed in he was bathing his head. He told them he had an affair of honor with himself, and having stood the shot was perfectly satisfied.

Those old soakers never lack for argument. Lately one replied to a temperance lecturer by the following poser—"If water rots the soles of your boots, what effect must it have on the coat of your stomach?"

The Tribune Extras.

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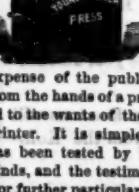

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What our Readers Say.

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I will see that you have a good list from my floor, in fact they all will take it, I can safely say.

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The JOURNAL is to my mind an excellent paper, it is a benefit to me, long though I have been in the school-room. Continue it and send in your bill.

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We of Grammar School No. — like it very much. There will be a full list from this quarter, and I hope all will respond as well.

Principal.

W. D. R.

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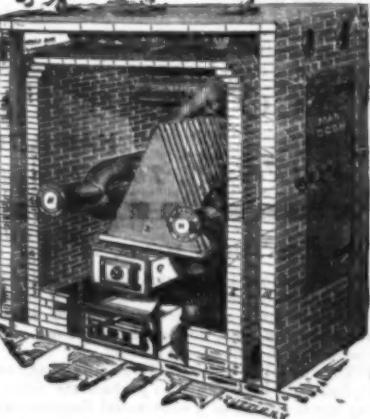
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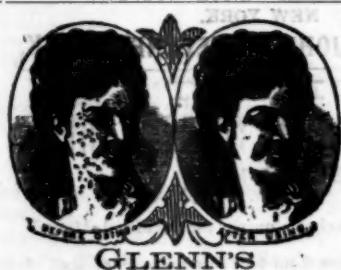
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